

TECHNOLOGY EDUCATION PROGRAM



STANDARDS

and

QUALITY INDICATORS

SCHOOL _____

DATE _____

TECHNOLOGY EDUCATION INSTRUCTOR(S) _____

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INTRODUCTION

This questionnaire was developed to assist in reviewing and improving the instructional process of technology education programs. It is designed to be used by the local teacher in conducting a comprehensive self-evaluation and/or by an external evaluation team. The questionnaire is divided into ten sections corresponding to the twelve standards for review of technology education programs.

Each standard is followed by a series of questions or quality indicators, which further define or measure the standard. Shaded areas identify some questions and these must be met in order to meet the standard. The sum total ranking will serve as a ranking for the standard. The ranking of each standard and corresponding narrative will be recorded and reported in the final evaluation report.

DEFINITIONS:

Standard - A descriptive statement established and used as a model of quantitative characteristics for the development, operation, and assessment of programs.

Quality Indicator - A question that is used to further define or measure the standard.

DIRECTIONS:

Reviewers using this instrument should strive to rate the quality indicators for each program in relationship to the standard.

To complete the questionnaire, carefully read each standard and the quality indicators, which follow. For each question that is shaded, the evaluator should indicate if the quality indicator is met or not met by an X in the appropriate box. Placing an X for the appropriate rating in the column on the right assesses all other quality indicators. The numbers on the rating scale indicate the following:

④ = Exceeds Expectations

③ = Quality Indicator Met but May Needs Improvement

② = Needs Improvement to Meet Quality Indicator

① = Quality Indicator not Addressed

A checklist of evidence is provided to assist the evaluator by placing a X in the appropriate box(s). It is not necessary to produce every evidence item in order to meet the quality indicator, however, each evidence list essential items are **bold** text for identification.



**TECHNOLOGY EDUCATION
PROGRAM STANDARDS
and
QUALITY INDICATORS**

STANDARD 1	Curriculum Planning, Organization, and Content
STANDARD 2	Instructional Materials
STANDARD 3	Instructional Personnel
STANDARD 4	Program Enrollment
STANDARD 5	Career and Technical Student Organization
STANDARD 6	Instructional Facilities and Equipment
STANDARD 7	Safety Education and Practices
STANDARD 8	Community Support and Involvement
STANDARD 9	Program Management and Planning

STANDARD ONE

Curriculum Planning, Organization and Content

Standard No. 1 - A written curriculum for all technology education courses has been developed with input from the community, students, and administration and includes the identification of specific goals, objectives, and leadership instruction.

Rationale: The instructional program should be designed to develop knowledge and skills that are essential for success in meeting the career objectives of students and promoting technological literacy. There should be evidence that each instructional unit has been properly planned and organized and is being implemented in a sequential manner. The TE program should implement a grading system, which is based upon identified criteria.

The courses of study for the TE program shall include technological literacy as well as what students should know and be able to do, which will serve to guide the program toward desirable learning outcomes. The courses of study shall be integrated and organized in such a manner as to produce a well-balanced program of instruction.

QUALITY INDICATORS

1 = Not Addressed
 2 = Needs Improvement
 3 = Indicator Met Needs Some Improvement
 4 = Exceeds Expectation

TO WHAT EXTENT:

A. . . . is instruction directed toward appropriate and clearly formulated objectives with input from the community, industry, and local administration?		<input type="checkbox"/> MET <input type="checkbox"/> NOT MET
Evidence: <input type="checkbox"/> Local Curriculum cross-referenced with Show-Me Standards and National Standards for TE for each course <input type="checkbox"/> Course Competencies <input type="checkbox"/> Advisory Committee Minutes <input type="checkbox"/> Program Philosophy and Objectives <input type="checkbox"/> Interest Survey of Future Students <input type="checkbox"/> Other	Comments:	
B. . . . does the technology education course(s) function with a proper balance between 1) classroom and laboratory instruction?		<input type="checkbox"/> MET <input type="checkbox"/> NOT MET
Evidence: <input type="checkbox"/> Teaching Calendar <input type="checkbox"/> Course Competencies <input type="checkbox"/> Instructional Strategies <input type="checkbox"/> Student Record books <input type="checkbox"/> Student Portfolios <input type="checkbox"/> Other	Comments:	
ALL QUALITY INDICATORS THAT ARE SHADED MUST BE MET IN ORDER TO MEET THE STANDARD!		

STANDARD ONE

Curriculum Planning, Organization and Content (Continued)

QUALITY INDICATORS

1 = Not Addressed
2 = Needs Improvement
3 = Indicator Met Needs Some Improvement
4 = Exceeds Expectation

TO WHAT EXTENT:

C. . . does instructional planning and organization provide adequate opportunities for exploratory experiences in various careers?		1 2 3 4 <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/>
Evidence: <input type="checkbox"/> Teaching Calendar <input type="checkbox"/> Course Competencies <input type="checkbox"/> Instructional Strategies aligned with standards <input type="checkbox"/> Student Portfolios <input type="checkbox"/> Other	Comments:	
D. . . are the objectives, teaching calendars, and course offerings for the instructional program specified in writing?		1 2 3 4 <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/>
Evidence: <input type="checkbox"/> Course Descriptions <input type="checkbox"/> Program of Study <input type="checkbox"/> Teaching Calendars <input type="checkbox"/> Instructional Strategies aligned with standards <input type="checkbox"/> Course Competencies <input type="checkbox"/> Instructional Management System (IMS) <input type="checkbox"/> Other	Comments:	
E. . . are related academics incorporated into the instructional content?		1 2 3 4 <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/>
Evidence: <input type="checkbox"/> Locally-adapted Curriculum Crosswalk Of Show-Me Standards & National Standards <input type="checkbox"/> Lesson Plans and Objectives <input type="checkbox"/> Other	Comments:	

STANDARD ONE

Curriculum Planning, Organization and Content (Continued)

QUALITY INDICATORS

1 = Not Addressed
2 = Needs Improvement
3 = Indicator Met Needs Some Improvement
4 = Exceeds Expectation

TO WHAT EXTENT:

F. . . is there evidence of a written grading system/policy for measurement of student achievement, which includes a balance between classroom and laboratory instruction.		1 2 3 4 <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/>
Evidence: <input type="checkbox"/> Written Grading System/Policy <input type="checkbox"/> Record book Grading Grid <input type="checkbox"/> Course Syllabus <input type="checkbox"/> Other	Comments:	
G. . . are students and parents informed in writing of course objectives and frequently informed of the student's level of success?		1 2 3 4 <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/>
Evidence: <input type="checkbox"/> Sample Of Student Information <input type="checkbox"/> Course integration & application of knowledge <input type="checkbox"/> Course Outlines <input type="checkbox"/> Schedule of Progress reports to parents <input type="checkbox"/> Other	Comments:	
H. . . are written articulation agreements developed, implemented and updated with Career and Technical Center/postsecondary institutions?		1 2 3 4 <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/>
Evidence: <input type="checkbox"/> Written Articulation Agreements (Documentation of attempted articulation agreements – two way communication) <input type="checkbox"/> Other	Comments:	

Sum the ratings in the preceding columns Total Points

To meet Standard One, Quality Indicator's A and B. must be met and the Total Points must equal or exceed 18 points.

Was Quality Indicator A met? ☐ Yes ☐ No
Was Quality Indicator B met? ☐ Yes ☐ No

STANDARD TWO

Instructional Materials

Standard No. 2 - The technology education program has the instructional materials necessary to implement and deliver the *Technological Literacy* curriculum and to adapt to the needs of students.

The definition of *Technological Literacy*: is the ability to use, manage, understand, and assess technology. Technology Education is the study of technology, which provides an opportunity for students to learn about the processes and knowledge related to Technology, Innovation, Design and Engineering that are needed to solve problems and extend human capabilities. Technology Education is taught seamlessly from Kindergarten through 12th grade.

Rationale: The availability and proper utilization of instructional materials is considered essential to conducting quality instruction. Schools offering technology education programs shall ensure adequate amounts of such materials including process equipment, instructional technology, computer technology, reference texts, and competency assessments utilized and available. Technology Education instructors shall utilize a variety of instructional materials and methods to meet student needs and the goals and objectives of the program. The *Technological Literacy Standards* are to guide the Technology Education Program and its course development in order to provide focus on what the student needs to know and be able to do to help our state and nation maintain and sustain economic progress.

QUALITY INDICATORS

1 = Not Addressed
 2 = Needs Improvement
 3 = Indicator Met Needs Some Improvement
 4 = Exceeds Expectation

TO WHAT EXTENT:

A. . . . are a variety of appropriate instructional materials and equipment available and utilized?	<input type="checkbox"/> MET <input type="checkbox"/> NOT MET
Evidence: <input type="checkbox"/> Inventory of Equipment cross-walked to objectives <input type="checkbox"/> Instructional Strategies <input type="checkbox"/> Internet Access <input type="checkbox"/> Budget (Related to Program Evaluation/Improvements) <input type="checkbox"/> Other	Comments:
B. . . . are methods of teaching adapted to meet the diverse learning needs of students?	<input type="checkbox"/> MET <input type="checkbox"/> NOT MET
Evidence: <input type="checkbox"/> Curriculum Integration Lesson Plans <input type="checkbox"/> Instructional Strategies (Illustrating revisions based on learner needs). <input type="checkbox"/> Students' Content Evaluations <input type="checkbox"/> IEP Development <input type="checkbox"/> Other	Comments:

STANDARD TWO
Instructional Materials (Continued)

QUALITY INDICATORS

1 = Not Addressed
 2 = Needs Improvement
 3 = Indicator Met Needs Some Improvement
 4 = Exceeds Expectation

TO WHAT EXTENT:

C. . . . are instructional approaches utilized to teach students how to acquire understanding and the ability to recognize/solve problems, and to make technologically literate decisions?		<input type="checkbox"/> MET <input type="checkbox"/> NOT MET
Evidence: <input type="checkbox"/> Instructional Strategies indicating alignment with State and National Standards <input type="checkbox"/> Student Process Descriptions <input type="checkbox"/> Student Notebooks/Portfolios <input type="checkbox"/> Technology Activities/Projects <input type="checkbox"/> Students' Course Evaluations <input type="checkbox"/> Employer Satisfaction Survey <input type="checkbox"/> Other	Comments:	
D. . . . does the local program have access to a variety of up-to-date reference materials and instructional delivery technology?		<input type="checkbox"/> MET <input type="checkbox"/> NOT MET
Evidence: <input type="checkbox"/> Budget (Related to Program Evaluation/Improvements) <input type="checkbox"/> Inventory <input type="checkbox"/> FV-4 Request for TE GAP <input type="checkbox"/> Evaluator Observation <input type="checkbox"/> Internet Access <input type="checkbox"/> Other	Comments:	
E. . . . is the curriculum enriched by utilizing related community resources?		<input type="checkbox"/> MET <input type="checkbox"/> NOT MET
Evidence: <input type="checkbox"/> Teaching Calendar <input type="checkbox"/> Guest Speakers <input type="checkbox"/> Field Trips <input type="checkbox"/> Other	Comments:	
F. . . . does each student have an opportunity to complete a job application or career search as part of the instructional program?		<input type="checkbox"/> MET <input type="checkbox"/> NOT MET
Evidence: <input type="checkbox"/> Teaching Calendars <input type="checkbox"/> TSA Program of Activities <input type="checkbox"/> Current career search documentation <input type="checkbox"/> Student Résumés <input type="checkbox"/> Guidance/Placement documentation <input type="checkbox"/> Other	Comments:	

STANDARD TWO
Instructional Materials (Continued)

QUALITY INDICATORS

1 = Not Addressed
 2 = Needs Improvement
 3 = Indicator Met Needs Some Improvement
 4 = Exceeds Expectation

TO WHAT EXTENT:

G. . . . does the instructor work cooperatively with the guidance staff to provide activities such as decision-making, dissemination of career information, scholarships, etc.?		<input type="checkbox"/> MET <input type="checkbox"/> NOT MET
Evidence: <input type="checkbox"/> Teaching Calendars <input type="checkbox"/> Guidance Calendar Of Activities <input type="checkbox"/> Counselor Interviews <input type="checkbox"/> Career Fair <input type="checkbox"/> Other	Comments:	
H. . . . does the Technology Education Program inform adults in the local community about technological Topics? (minimum of 4 to check 3 pts)		1 2 3 4 <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/>
Evidence: <input type="checkbox"/> Newspaper Articles <input type="checkbox"/> TSA Officer Programs <input type="checkbox"/> TSA Alumni Programs <input type="checkbox"/> TSA Flyers <input type="checkbox"/> Web Sites <input type="checkbox"/> Open House <input type="checkbox"/> School Tours <input type="checkbox"/> Community Presentations <input type="checkbox"/> Other	Comments:	
I. . . . do the Technology Education teachers provide leadership for integrating technology concepts into other subjects in the local school? (minimum of 4 to check 3 pts)		1 2 3 4 <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/>
Evidence: <input type="checkbox"/> Lesson Plans <input type="checkbox"/> Video Tapes <input type="checkbox"/> Students Assignments <input type="checkbox"/> Curriculum committee membership <input type="checkbox"/> Teacher In-service Activities Documentation <input type="checkbox"/> Other	Comments:	

STANDARD TWO
Instructional Materials (Continued)

Sum the ratings in the preceding columns Total Points

To meet Standard Two, Quality Indicator A must be met and the Total Points must equal or exceed 6 points and Quality Indicator's A, B, C, D, E, F, and G must be met.

Was Quality Indicator A met?	<input type="checkbox"/>	Yes	<input type="checkbox"/>	No
Was Quality Indicator B met?	<input type="checkbox"/>	Yes	<input type="checkbox"/>	No
Was Quality Indicator C met?	<input type="checkbox"/>	Yes	<input type="checkbox"/>	No
Was Quality Indicator D met?	<input type="checkbox"/>	Yes	<input type="checkbox"/>	No
Was Quality Indicator E met?	<input type="checkbox"/>	Yes	<input type="checkbox"/>	No
Was Quality Indicator F met?	<input type="checkbox"/>	Yes	<input type="checkbox"/>	No
Was Quality Indicator G met?	<input type="checkbox"/>	Yes	<input type="checkbox"/>	No

STANDARD THREE

Instructional Personnel

Standard No. 3 – Each instructor is certified, and each participates in professional development activities.

Rationale: Selecting, developing, and retaining an instructional staff, which is competent to meet the needs of technology education, is of utmost importance to the success of the teaching program. Realizing that technology education instruction is unique in education, all instructors shall have an adequate education experience, which will enable them to relate their instruction to business or industrial methodology. As evidence of proper preparation, each technology education instructor shall meet or exceed state certification requirements and will hold a current teaching certificate appropriate to the subject area taught. In addition to these minimums, all technology education instructors should continuously strive to improve their skills and knowledge by upgrading certification and by attending professional improvement meetings, state conferences, and national conferences.

QUALITY INDICATORS

1 = Not Addressed
 2 = Needs Improvement
 3 = Indicator Met Needs Some Improvement
 4 = Exceeds Expectation

TO WHAT EXTENT:

A. . . . is each instructor certified to teach technology education and/or pre-engineering?		<input type="checkbox"/> MET <input type="checkbox"/> NOT MET
Evidence: <input type="checkbox"/> Teaching Contract <input type="checkbox"/> Teaching Certificate <input type="checkbox"/> Praxis II Score/document <input type="checkbox"/> Core Data Report <input type="checkbox"/> Other	Comments:	
B. . . . does the instructor attend summer conferences, conventions, college courses and other professional development activities for technology education? (minimum of 3 to check MET)		<input type="checkbox"/> MET <input type="checkbox"/> NOT MET
Evidence: <input type="checkbox"/> Copy of Undergraduate Transcript (for temporary authorization certification of license to teach) <input type="checkbox"/> Copy of Professional Development Plan <input type="checkbox"/> Conference Programs and session handouts <input type="checkbox"/> Other	Comments:	
ALL QUALITY INDICATORS THAT ARE SHADED MUST BE MET IN ORDER TO MEET THE STANDARD!		

STANDARD THREE

Instructional Personnel (Continued)

QUALITY INDICATORS

1 = Not Addressed
2 = Needs Improvement
3 = Indicator Met Needs Some Improvement
4 = Exceeds Expectation

TO WHAT EXTENT:

C. . . has each instructor continued his/her professional growth through college credit courses, attendance at workshops, and other sources of in-service? (minimum of 2 to check MET)		<input type="checkbox"/> MET <input type="checkbox"/> NOT MET
Evidence: <input type="checkbox"/> College Transcript <input type="checkbox"/> Professional Development Request to Administration <input type="checkbox"/> Graduate courses for credit <input type="checkbox"/> Other	Comments:	
D. . . has each instructor continued his/her professional growth by attending professional development meetings, conferences, and conventions related to technology education? (minimum of 6 to check MET)		<input type="checkbox"/> MET <input type="checkbox"/> NOT MET
Evidence: <input type="checkbox"/> Professional Development Log <input type="checkbox"/> Attended Professional Activities: <input type="checkbox"/> State TSA Leadership Conference <input type="checkbox"/> State TSA Conference <input type="checkbox"/> National TSA Conference <input type="checkbox"/> Missouri ACTE/TEAM Conference <input type="checkbox"/> National ACTE Conference <input type="checkbox"/> National ITEA Conference <input type="checkbox"/> Area TEAM Meetings/Workshops <input type="checkbox"/> Area, District, and/or State TEAM Committees and/or Offices <input type="checkbox"/> Personal Portfolio <input type="checkbox"/> Other	Comments:	
ALL QUALITY INDICATORS THAT ARE SHADED MUST BE MET IN ORDER TO MEET THE STANDARD!		

To meet Standard Three, Quality Indicator's A, B, C, & D must be met.

Was Quality Indicator A met? ☐ Yes ☐ No
 Was Quality Indicator B met? ☐ Yes ☐ No
 Was Quality Indicator C met? ☐ Yes ☐ No
 Was Quality Indicator D met? ☐ Yes ☐ No

STANDARD FOUR

Program Enrollment

Standard No. 4 – All students will have the opportunity to enroll in a technology education course.

Rationale: Program enrollment will vary with each course, contingent upon the make-up of students to be served, the specific content to be taught, the size of the facility, and the method of instruction to be used.

QUALITY INDICATORS

1 = Not Addressed
2 = Needs Improvement
3 = Indicator Met Needs Some Improvement
4 = Exceeds Expectation

TO WHAT EXTENT:

A. . . . does student enrollment in the technology education program reflect the gender, academic achievement, socioeconomic, and ethnicity make-up of the school? (minimum of 3 to check MET)		<input type="checkbox"/> MET <input type="checkbox"/> NOT MET
Evidence: <input type="checkbox"/> Class Enrollment <input type="checkbox"/> School Demographics <input type="checkbox"/> Community Demographics <input type="checkbox"/> School Core Data Report <input type="checkbox"/> Other	Comments:	
ALL QUALITY INDICATORS THAT ARE SHADED MUST BE MET IN ORDER TO MEET THE STANDARD!		
B. . . . are student interest assessments, community needs, post secondary articulation, and national standards utilized to guide curriculum and career planning?		<div style="display: flex; justify-content: space-around;"> 1234 </div> <div style="display: flex; justify-content: space-around;"> <input type="checkbox"/><input type="checkbox"/><input type="checkbox"/><input type="checkbox"/> </div>
Evidence: <input type="checkbox"/> Guidance Needs Assessment <input type="checkbox"/> Student Interest Survey <input type="checkbox"/> Career Search documentation <input type="checkbox"/> Advisory Council Meeting Minutes or committee work <input type="checkbox"/> Other	Comments:	
C. . . . does the instructor collaborate with counselors and administrators in scheduling classes to avoid conflicts with other courses needed to meet graduation/college entrance requirements? (minimum of 2 to check 3 pts)		<div style="display: flex; justify-content: space-around;"> 1234 </div> <div style="display: flex; justify-content: space-around;"> <input type="checkbox"/><input type="checkbox"/><input type="checkbox"/><input type="checkbox"/> </div>
Evidence: <input type="checkbox"/> Master Class Schedule <input type="checkbox"/> Meeting Minutes/Notes <input type="checkbox"/> Communication memos/letters <input type="checkbox"/> Other	Comments:	

STANDARD FOUR
Program Enrollment (Continued)

QUALITY INDICATORS

1 = Not Addressed
 2 = Needs Improvement
 3 = Indicator Met Needs Some Improvement
 4 = Exceeds Expectation

TO WHAT EXTENT:

D. . . . is a recruitment and retention plan implemented to give all students a clear understanding of the purpose and benefits of a Technology Education course?		1 2 3 4 <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/>
Evidence: <input type="checkbox"/> Course Descriptions <input type="checkbox"/> Student Recruitment Materials <input type="checkbox"/> Counselor Information Provided to the Students <input type="checkbox"/> Other	Comments:	
E. . . . does the instructor communicate with special needs personnel to understand and implement the specific needs of enrolled special needs students? (minimum of 2 to check 3 pts)		1 2 3 4 <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/>
Evidence: <input type="checkbox"/> List of Special Needs Students Enrolled <input type="checkbox"/> IEP Conferences Attended <input type="checkbox"/> Meetings with Special Needs department/notes/minutes <input type="checkbox"/> Other	Comments:	

Sum the ratings in the preceding columns Total Points
 To meet Standard Four, Quality Indicator A must be met and the Total Points must equal or exceed 12 points.

Was Quality Indicator A met? ☐ Yes ☐ No

STANDARD FIVE

Career and Technical Student Organization

Standard No. 5 – Student leadership development activities are integrated into the technology education program and are supervised by the local technology education instructor(s).

Rationale: Employers consistently rate student leadership development as an essential skill. Each student shall be afforded the opportunity to become an active member of an appropriate Career and Technical Student Organization for students enrolled in Technology Education, which is known as the “Technology Student Association” or **TSA**. Note that all Career Education Program areas have a content specific CTSO such as: Agriculture Education – FFA, Business Education – FBLA, Family and Consumer Sciences – FCCLA, Marketing and Cooperative Education – DECA, and the Trade & Industrial/Health Sciences – SkillsUSA-VICA.

QUALITY INDICATORS

1 = Not Addressed
 2 = Needs Improvement
 3 = Indicator Met Needs Some Improvement
 4 = Exceeds Expectation

TO WHAT EXTENT:

A. . . . is TSA an integral part of the instructional program?	<input type="checkbox"/> MET <input type="checkbox"/> NOT MET
Evidence: <input type="checkbox"/> Teaching Calendars for Classes Offered <input type="checkbox"/> TSA Program of Activities <input type="checkbox"/> TSA Membership Roster <input type="checkbox"/> Other	Comments:
B. . . . are all students who are enrolled in the Tech. Ed. program afforded the opportunity to participate in the leadership development activities?	<input type="checkbox"/> MET <input type="checkbox"/> NOT MET
Evidence: <input type="checkbox"/> Student Handbook/Course Description includes TSA <input type="checkbox"/> Tech. Ed. Department Philosophy & Objectives includes TSA <input type="checkbox"/> Local, State, and National TSA activities <input type="checkbox"/> Other	Comments:
C. . . . is the local TSA chapter in good standing with the state and national organizations?	<input type="checkbox"/> MET <input type="checkbox"/> NOT MET
Evidence: <input type="checkbox"/> Current Membership Roster from State/National TSA <input type="checkbox"/> Approved current TSA charter on display <input type="checkbox"/> Other	Comments:
ALL QUALITY INDICATORS THAT ARE SHADED MUST BE MET IN ORDER TO MEET THE STANDARD!	

STANDARD FIVE

Career and Technical Student Organization (Continued)

QUALITY INDICATORS

1 = Not Addressed

2 = Needs Improvement

3 = Indicator Met Needs Some Improvement

4 = Exceeds Expectation

TO WHAT EXTENT:

D. . . . has the technology education program increased its annual membership in the TSA Chapter?		1 2 3 4 <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/>
Evidence: <input type="checkbox"/> TSA Rosters for the past 3 years <input type="checkbox"/> Other	Comments:	
E. . . . has the Chapter implemented the TSA Program of Activities with assigned committees?		1 2 3 4 <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/>
Evidence: <input type="checkbox"/> TSA Program of Activities <input type="checkbox"/> TSA Participation Record <input type="checkbox"/> TSA Secretary's Book <input type="checkbox"/> TSA Committee Roster <input type="checkbox"/> Other	Comments:	
F. . . . is each TSA Chapter member provided the opportunity to attend and participate in a local, state, and national leadership development activity or conference?		1 2 3 4 <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/>
Evidence: <input type="checkbox"/> TSA Participation Record <input type="checkbox"/> Local Expo Event <input type="checkbox"/> State Leadership Conference <input type="checkbox"/> National Leadership Conference <input type="checkbox"/> Other	Comments:	
G. . . . does the TSA Chapter hold an annual banquet or awards program for recognition of students with parents, school officials, and community leaders being invited?		1 2 3 4 <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/>
Evidence: <input type="checkbox"/> TSA Program of Activities <input type="checkbox"/> TSA Banquet and Awards Program <input type="checkbox"/> TSA LCDP Awards (Leadership Connections Degree Program) <input type="checkbox"/> Other	Comments:	

NOTE: (See Standard 8.G for reporting Community Service Projects)

STANDARD FIVE

Career and Technical Student Organization (Continued)

QUALITY INDICATORS

1 = Not Addressed
 2 = Needs Improvement
 3 = Indicator Met Needs Some Improvement
 4 = Exceeds Expectation

TO WHAT EXTENT:

H. . . . does the TSA Chapter utilize people within the community for their local activities? (minimum of 3 to check 3 pts)		1 2 3 4 <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/>
Evidence: <input type="checkbox"/> TSA Alumni <input type="checkbox"/> TSA Meeting Minutes <input type="checkbox"/> Advisory Committee work <input type="checkbox"/> Parent Groups <input type="checkbox"/> Program of Activities <input type="checkbox"/> Community Service <input type="checkbox"/> Other	Comments:	
I. . . . do chapter members have the opportunity to participate in a minimum of five TSA activities above the local level?		1 2 3 4 <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/>
Evidence: <input type="checkbox"/> TSA Program of Activities <input type="checkbox"/> Annual Report of Tech. Ed. Department <input type="checkbox"/> Other	Comments:	
J. . . . are chapter meetings held monthly with members conducting the proceedings? (minimum of 3 to check 3 pts)		1 2 3 4 <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/>
Evidence: <input type="checkbox"/> TSA Program of Activities <input type="checkbox"/> TSA Secretary's Book <input type="checkbox"/> Tech. Ed. Program Activity Calendar <input type="checkbox"/> Current and active files of TSA Minutes (TE-4) <input type="checkbox"/> Other	Comments:	

Sum the ratings in the preceding columns Total Points
 To meet Standard Five, Quality Indicator's A, B and C must be met and the Total Points must equal or exceed 21 points.

Was Quality Indicator A met? ☐ Yes ☐ No
 Was Quality Indicator B met? ☐ Yes ☐ No
 Was Quality Indicator C met? ☐ Yes ☐ No



STANDARD SIX

Instructional Facilities and Equipment

Standard No. 6 – Clean, attractive, and safe facilities and equipment are provided to support the curriculum and meet the needs of students.

Rationale: Physical facilities for technology education programs set an expectation for students' attitude and performance. Adequate space and equipment in instructional and non-instructional areas, and offices will provide for safe and orderly instruction.

QUALITY INDICATORS

1 = Not Addressed
 2 = Needs Improvement
 3 = Indicator Met Needs Some Improvement
 4 = Exceeds Expectation

TO WHAT EXTENT:

ALL QUALITY INDICATORS THAT ARE SHADED MUST BE MET IN ORDER TO MEET THE STANDARD!	
A. . . . is the size of the facility adequate for the number of students, to assure safe, quality education in relation to the program's objectives?	<input type="checkbox"/> MET <input type="checkbox"/> NOT MET
Evidence: <input type="checkbox"/> Safe Facilities Program Review	Comments:
See the Missouri Public Schools Safe Facilities Guide (MPSSFG) located on the web at: http://dese.mo.gov/divcareered/Resources/school_facilities_guide/index.html	
B. . . . is the technology education program included in the district accessibility study for ADA?	<input type="checkbox"/> MET <input type="checkbox"/> NOT MET
Evidence: <input type="checkbox"/> District Accessibility Study	Comments:
C. . . . is a complete inventory maintained on all equipment and audited annually?	<input type="checkbox"/> MET <input type="checkbox"/> NOT MET
Evidence: <input type="checkbox"/> Department Inventory <input type="checkbox"/> Floor Plan of Facilities	Comments
D. . . . is there locker/storage space available to each student for lab clothes, supplies, etc.?	<input type="checkbox"/> MET <input type="checkbox"/> NOT MET
Evidence: <input type="checkbox"/> Evaluator Observation	Comments:

QUALITY INDICATORS

1 = Not Addressed
 2 = Needs Improvement
 3 = Indicator Met Needs Some Improvement
 4 = Exceeds Expectation

TO WHAT EXTENT:

E. . . . are the instructional facilities attractive, properly maintained, and arranged to provide a conducive learning environment for all students?	<div style="display: flex; justify-content: space-around; font-weight: bold;"> 1234 </div> <div style="display: flex; justify-content: space-around;"> <input type="checkbox"/><input type="checkbox"/><input type="checkbox"/><input type="checkbox"/> </div>
Evidence: <input type="checkbox"/> Evaluator Observation <input type="checkbox"/> Before and After Photos of Improvements	Comments:

STANDARD SIX

Instructional Facilities and Equipment (Continued)

F. . . . have funds been provided for the purchase of equipment and consumable supplies?		1	2	3	4
		<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Evidence: <input type="checkbox"/> Department Budget <input type="checkbox"/> FV-4 for TE GAP (Equipment Only) <input type="checkbox"/> Inventory		Comments			
G. . . . is the equipment being utilized, adequate and up-to-date?		1	2	3	4
		<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Evidence: <input type="checkbox"/> Department Inventory <input type="checkbox"/> Evaluator Observation <input type="checkbox"/> FV-4 for TE GAP		Comments			

Sum the ratings in the preceding columns Total Points
 To meet Standard Six, Quality Indicator's Total Points must equal or exceed 9 points.

Was Quality Indicator A met? ☐ Yes ☐ No
 Was Quality Indicator B met? ☐ Yes ☐ No
 Was Quality Indicator C met? ☐ Yes ☐ No
 Was Quality Indicator D met? ☐ Yes ☐ No

STANDARD SEVEN

Safety Education and Practices

Standard No. 7 - Safety is incorporated into all phases of the technology education program.

Rationale: Due to the nature of technology education and related careers, student safety and safety instruction are considered essential to quality program operations. The Occupational Safety and Health Administration (OSHA) standards shall be used to guide the implementation and maintenance of environmental health and safety features as well as the Missouri Public Schools Safe Facilities Guide (MPSSFG) which is available on-line at:

(http://dese.mo.gov/divcareered/Resources/school_facilities_guide/index.html).

QUALITY INDICATORS

1 = Not Addressed
2 = Needs Improvement
3 = Indicator Met Needs Some Improvement
4 = Exceeds Expectation

TO WHAT EXTENT:

ALL QUALITY INDICATORS THAT ARE SHADED MUST BE MET IN ORDER TO MEET THE STANDARD!	
A. . . . is safety being taught as a comprehensive part of the instructional program?	<div style="display: flex; justify-content: space-around;"> 1234 </div> <div style="display: flex; justify-content: space-around;"> <input type="checkbox"/><input type="checkbox"/><input type="checkbox"/><input type="checkbox"/> </div>
Evidence: <input type="checkbox"/> Teaching Calendar <input type="checkbox"/> Completed General Specialized Technology Education Classroom Checklist (MPSSFG) <input type="checkbox"/> Safety Signs posted at each Machine <input type="checkbox"/> General Safety Rules Posted <input type="checkbox"/> Student Safety Tests and Records on File <input type="checkbox"/> Instructor remains in the lab when equipment is in use	Comments:
B. . . . is there a comprehensive safety program maintained which provides safety instruction, record keeping, and safety tests for the lab(s)?	<div style="display: flex; justify-content: space-around;"> 1234 </div> <div style="display: flex; justify-content: space-around;"> <input type="checkbox"/><input type="checkbox"/><input type="checkbox"/><input type="checkbox"/> </div>
Evidence: <input type="checkbox"/> Safety Instructional Curriculum <input type="checkbox"/> Individual Student Files <input type="checkbox"/> Safety Tests on File <input type="checkbox"/> Safety Records on File	Comments:
C. . . . has a safety inspection of the facility been conducted using the Technology Education Safety Checklist?	<div style="display: flex; justify-content: space-around;"> 1234 </div> <div style="display: flex; justify-content: space-around;"> <input type="checkbox"/><input type="checkbox"/><input type="checkbox"/><input type="checkbox"/> </div>
See the Missouri Public Schools Safe Facilities Guide (MPSSFG) located on the web at: http://dese.mo.gov/divcareered/Resources/school_facilities_guide/index.html	
Evidence: <input type="checkbox"/> Completed Safety Checklist <input type="checkbox"/> District Insurance Carrier's Annual Report <input type="checkbox"/> First Aid Kit	Comments:

STANDARD SEVEN

Safety Education and Practices (Continued)

QUALITY INDICATORS

1 = Not Addressed
2 = Needs Improvement
3 = Indicator Met Needs Some Improvement
4 = Exceeds Expectation

TO WHAT EXTENT:

D. . . . has deficient equipment been placed out of service and labeled appropriately, and timelines established to correct deficiencies?		1 2 3 4 <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/>
Evidence: <input type="checkbox"/> Deficiencies Corrections Report <input type="checkbox"/> Completed Safety Checklist <input type="checkbox"/> Evaluator Observations <input type="checkbox"/> Lock-Out Tag-Out for Equipment not in use	Comments:	
E. . . . are all individuals in the lab required to wear safety glasses at all times? (Missouri Revised Statutes, chapter 170, Sections 170.005, 170.007, and 170.009)		1 2 3 4 <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/>
Evidence: <input type="checkbox"/> Safety Glasses <input type="checkbox"/> Lesson Plans <input type="checkbox"/> Safety Glass Storage with Sterilization (optional if students purchase individually) <input type="checkbox"/> Student Interviews <input type="checkbox"/> Observation	Comments:	
F. . . . is there a clean-up wash basin, fire extinguisher, fire blanket, adequate ventilation, eye wash station, stationary equipment rules posted, marked safety zones, appropriate machine guards in place and lighted exit signs?		1 2 3 4 <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/>
Evidence: <input type="checkbox"/> Safety Check List <input type="checkbox"/> Evaluator Observation	Comments:	
G. . . . is adequate and appropriate storage provided for hazardous materials?		1 2 3 4 <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/>
Evidence: <input type="checkbox"/> Safety Checklist <input type="checkbox"/> Approved Hazardous/Flammable Materials Cabinet or Room <input type="checkbox"/> Materials Inventory/Records	Comments:	

Sum the ratings in the preceding columns Total Points
To meet Standard Seven, Quality Indicator's Total Points must equal or exceed 21 points

STANDARD EIGHT

Community Support and Involvement

Standard No. 8 – Community support and involvement are facilitated through a comprehensive program targeted to all program stakeholders.

Rationale: Partnerships are essential in developing and maintaining a quality technology education program. The success of any program is based upon community support and involvement. Utilizing available resources to inform the community of the mission, activities, course content, and goals of the program in promoting student and program success develops this input.

QUALITY INDICATORS

1 = Not Addressed
 2 = Needs Improvement
 3 = Indicator Met Needs Some Improvement
 4 = Exceeds Expectation

TO WHAT EXTENT:

A. . . . is a positive community and school relations program being conducted by the technology education program in the school and community with a minimum of one activity per month (radio, TV, news stories, brochures, civic appearance, American Red Cross, local Tech Expo, etc.)? (minimum of 3 to check MET)	<input type="checkbox"/> MET <input type="checkbox"/> NOT MET
Evidence: <input type="checkbox"/> TSA Program of Activities <input type="checkbox"/> TSA Chapter Portfolio <input type="checkbox"/> News Articles <input type="checkbox"/> Other	Comments:
ALL QUALITY INDICATORS THAT ARE SHADED MUST BE MET IN ORDER TO MEET THE STANDARD!	
B. . . . does each instructor participate in community activities (e.g., civic organizations, Chamber of Commerce, etc.)?	<div style="display: flex; justify-content: space-around;"> 1234 </div> <div style="display: flex; justify-content: space-around;"> <input type="checkbox"/><input type="checkbox"/><input type="checkbox"/><input type="checkbox"/> </div>
Evidence: <input type="checkbox"/> List of Organizational Memberships <input type="checkbox"/> Other	Comments:
C. . . . is the administration kept adequately informed of program and teacher activities? (minimum of 3 to check 3 pts)	<div style="display: flex; justify-content: space-around;"> 1234 </div> <div style="display: flex; justify-content: space-around;"> <input type="checkbox"/><input type="checkbox"/><input type="checkbox"/><input type="checkbox"/> </div>
Evidence: Annual Program Report was shared with: <input type="checkbox"/> Administrator <input type="checkbox"/> School Board <input type="checkbox"/> Advisory Committee <input type="checkbox"/> Copy of Correspondence/Newsletter to Administrator	Comments:

STANDARD EIGHT

Community Support and Involvement (Continued)

QUALITY INDICATORS

1 = Not Addressed
2 = Needs Improvement
3 = Indicator Met Needs Some Improvement
4 = Exceeds Expectation

TO WHAT EXTENT:

D. . . . does each instructor ensure that counselors and administrators are familiar with the goals, objectives, activities, prerequisites, etc., of the technology education program? (minimum of 3 to check 3 pts)		1 2 3 4 <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/>
Evidence: <input type="checkbox"/> Record of Meetings with Counselor/ Administrator <input type="checkbox"/> Interview with Counselor <input type="checkbox"/> Interview with Administrator <input type="checkbox"/> Other	Comments:	
E. . . . is an annual school service/development project completed? (minimum of 3 to check 3 pts)		1 2 3 4 <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/>
Evidence: <input type="checkbox"/> TSA Week Activities <input type="checkbox"/> TSA Program of Activities <input type="checkbox"/> TSA Scrapbook <input type="checkbox"/> TSA Alumni <input type="checkbox"/> Other	Comments:	
F. . . . is an annual community service/development project completed? (minimum of 2 to check 3 pts)		1 2 3 4 <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/>
Evidence: <input type="checkbox"/> TSA Week Activities <input type="checkbox"/> TSA Program of Activities <input type="checkbox"/> TSA Chapter portfolio <input type="checkbox"/> Other	Comments:	

STANDARD EIGHT

Community Support and Involvement (Continued)

QUALITY INDICATORS

1 = Not Addressed
2 = Needs Improvement
3 = Indicator Met Needs Some Improvement
4 = Exceeds Expectation

TO WHAT EXTENT:

G. . . . is the community used as a resource? (minimum of 2 to check 3 pts)		1	2	3	4
		<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Evidence: <input type="checkbox"/> Field Trips <input type="checkbox"/> Capstone completion <input type="checkbox"/> Guest Speakers <input type="checkbox"/> Financial Support for Scholarships <input type="checkbox"/> Fund-raising Activities <input type="checkbox"/> Other	Comments:				

Sum the ratings in the preceding columns Total Points
To meet Standard eight, Quality Indicator A must be met and the Total Points must equal or exceed 18 points.

Was Quality Indicator A met? ☐ Yes ☐ No

STANDARD NINE

Program Management and Planning

Standard No. 9 - Input from students, parents, staff members and community representatives is used to develop and implement the technology education program's goals and objectives.

Rationale: Effective input from business, industry, other organizations and individuals to ensure that technology education is relevant to the needs of students.

Each technology education program should actively strive to engage community involvement and to foster a greater understanding of the program's needs and accomplishments.

QUALITY INDICATORS

1 = Not Addressed
 2 = Needs Improvement
 3 = Indicator Met Needs Some Improvement
 4 = Exceeds Expectation

TO WHAT EXTENT:

A. . . . is the instructional program annually evaluated to meet the needs of the students and the community?	<input type="checkbox"/> MET <input type="checkbox"/> NOT MET
Evidence: <input type="checkbox"/> Evaluation Plan <input type="checkbox"/> Student Evaluation of Program <input type="checkbox"/> Advisory Committee Report <input type="checkbox"/> Other	Comments:
B. . . . is an annual program report completed and submitted to administrators, school board, and advisory committee?	<input type="checkbox"/> MET <input type="checkbox"/> NOT MET
Evidence: <input type="checkbox"/> Copy of Completed Program Report <input type="checkbox"/> Minutes/Agenda of Board Meeting <input type="checkbox"/> Minutes of Advisory Committee Meeting <input type="checkbox"/> Other	Comments:
C. . . . does the technology education program have a formal advisory committee?	<input type="checkbox"/> MET <input type="checkbox"/> NOT MET
Evidence: <input type="checkbox"/> Advisory Committee Membership List <input type="checkbox"/> Other	Comments:
D. . . . does the program advisory committee meet regularly (minimum of once per year) and maintain records of each meeting?	<input type="checkbox"/> MET <input type="checkbox"/> NOT MET
Evidence: <input type="checkbox"/> Advisory Committee Minutes <input type="checkbox"/> Other	Comments:
ALL QUALITY INDICATORS THAT ARE SHADED MUST BE MET IN ORDER TO MEET THE STANDARD!	

STANDARD NINE

Program Management and Planning (Continued)

QUALITY INDICATORS

1 = Not Addressed
 2 = Needs Improvement
 3 = Indicator Met Needs Some Improvement
 4 = Exceeds Expectation

TO WHAT EXTENT:

E. . . . are advisory committee recommendations and services utilized in program activities, long-range goals, and the Comprehensive School Improvement Plans (CSIP)?		1 2 3 4 <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/>
Evidence: <input type="checkbox"/> Advisory Committee Minutes <input type="checkbox"/> Annual Program Evaluations <input type="checkbox"/> Program Changes/Implementation <input type="checkbox"/> CSIP <input type="checkbox"/> Other	Comments:	
F. . . . is the program advisory committee representative of the technology education populations being served by the program?		1 2 3 4 <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/>
Evidence: <input type="checkbox"/> Advisory Committee Membership List <input type="checkbox"/> Community/County Profiles <input type="checkbox"/> 5-year Placement Record <input type="checkbox"/> Other	Comments:	
G. . . . does the program align or articulate with academic courses and other career and technical education programs?		1 2 3 4 <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/>
Evidence: <input type="checkbox"/> Curriculum Documentation <input type="checkbox"/> Articulation Agreements <input type="checkbox"/> Other	Comments:	

Sum the ratings in the preceding columns Total Points

To meet Standard Nine, Quality Indicator's A, B, C, & D must be met and the Total Points must equal or exceed 9 points.

Was Quality Indicator A met? ☐ Yes ☐ No
 Was Quality Indicator B met? ☐ Yes ☐ No
 Was Quality Indicator C met? ☐ Yes ☐ No
 Was Quality Indicator D met? ☐ Yes ☐ No

DOCUMENTATION AND EVIDENCE LIST

Below is a listing of items of evidence that can be used to support the program Standards. While the list is not all-inclusive, it is provided to give a sample of the items needed for the technology education program review. Not all items are applicable to every program.

STANDARD 1 Curriculum Planning, Organization, and Content

Course Competencies
Advisory Committee Minutes
Interest Survey of Future Students
Teaching Calendar
Instructional Strategies (cooperative learning, small group, hands-on activities, research, etc.) and assessments (tests, performance tasks, peer evaluation, teacher evaluation, etc.) which integrate academic and career competencies.
Program Philosophy & Objectives
Course Descriptions
Course Outlines
Lesson Objectives
Student Portfolios
Locally Adapted Curriculum Crosswalk Of Show-Me Standards
Written Articulation Agreement

STANDARD 2 Instructional Materials

Inventory
FV-4 for TE GAP
Course Outlines
Teaching Calendar
Lesson Plans
Internet Access
Student Interviews
TE Activities/Projects
Student Résumés
Students' Course Evaluations
Student Notebooks/Portfolios
CAPSTONE Projects
Department Budget
TSA Program of Activities
Guidance Calendar Of Activities
Curriculum Integration Lesson Plans

STANDARD 3 Instructional Personnel

Copy of the Core Data Report for Tech. Ed.
Organizational Membership List of the Instructor(s)
Professional Development Plan
Teaching Certificate
College Transcript
Graduate Courses in Technology Education
Record of Curriculum Meetings Attended
Standards Workshops
Internships
ITEA and/or TEAM Conference Attendance

STANDARD 4 Program Enrollment

Master Class Schedule
List of Class Enrollments (include grade level, male, female, special populations)
Student Recruitment Materials
TSA Enrollment
School Demographics
Community Demographics
Guidance Needs Assessment
Student Interest Survey
List of Special Needs

STANDARD 5 Career and Technical Student Organization

Chapter Excellence Awards
TSA Alumni Roster
TSA Banquet or Awards Assembly Program
TSA Secretary Book
TSA Roster (official membership roster)
TSA LCDP records
Parent Groups
High School Student Handbook/Course Description
TSA Chapter Program of Work

STANDARD 6 Instructional Facilities and Equipment

Completed Safety Checklist
Statement of how equipment is used to
 promote Technological Literacy
District Accessibility Study
Department Budget
FV-4 TE GAP
Department Inventory

STANDARD 7 Safety Education and Practices

Completed Safety Checklist located at:
http://dese.mo.gov/divcareered/Resources/school_facilities_guide/index.html
Comprehensive safety Curriculum
Safety Test on File
Individual Student Files and Records
Insurance Carrier Report

STANDARD 8 Community Support and Involvement

TSA Program of Activities
TSA Chapter Portfolio
Record of Business and Industry
Participation
Advisory Committee
News Articles
Community Donations
Record of Local Professional Meetings
and/or Joint Activities

STANDARD 9 Program Management and Planning

Evaluation Plan
Program changes
CSIP
Minutes/Agenda of Advisory Meeting
Advisory Committee Membership List
Advisory Committee Minutes
Annual Program Evaluations

PROGRAM PROFILE

School: _____

Date: _____

Instructor(s): _____

To consider a standard meet review the total points to meet or exceed the minimum point value and that all quality indicators required are marked yes for each individual standard. Once all the minimum points have been met and all the quality indicators are achieved, place an X in the appropriate box.

		Standard Met	Standard Not Met*
STANDARD 1	Curriculum Planning, Organization and Content	<input type="checkbox"/>	<input type="checkbox"/>
STANDARD 2	Instruction	<input type="checkbox"/>	<input type="checkbox"/>
STANDARD 3	Instructional Personnel	<input type="checkbox"/>	<input type="checkbox"/>
STANDARD 4	Program Enrollment	<input type="checkbox"/>	<input type="checkbox"/>
STANDARD 5	Career and Technical Student Organization	<input type="checkbox"/>	<input type="checkbox"/>
STANDARD 6	Instructional Facilities and Equipment	<input type="checkbox"/>	<input type="checkbox"/>
STANDARD 7	Safety Education and Practices	<input type="checkbox"/>	<input type="checkbox"/>
STANDARD 8	Community Support and Involvement	<input type="checkbox"/>	<input type="checkbox"/>
STANDARD 9	Program Management and Planning	<input type="checkbox"/>	<input type="checkbox"/>

**Refer to Specific Recommendations for Improvement*

INTRODUCTION

The introduction should include such information as follows: A brief description of the program, number of students served, enrollment, and any unique information about the program.

Strengths

Summarize below the major strengths of the program. Include outstanding accomplishments of students and/or the student organization.

Specific recommendations for improvement

Outline specific recommendations for program improvement that should be implemented in order for the program to meet the minimum standards. Each standard that was found to be deficient should be identified and recommendations for improvement made.

Standard	Recommendations

General Suggestions for Improvement

Outline general suggestions for overall improvement of the program.

Standard	Recommendations